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ABSTRACT

For 17 years, the Fort Worth Independent School District has offered full-day prekindergarten for educationally disadvantaged children residing in Chapter I attendance areas. During the 1984-85 academic year, the program was offered to 1,936 children who were four years old prior to September 1, 1984 and scored seven or fewer items correct on the Preschool Screening Evaluation (PSE). Most classes had 22 four-year-olds, one teacher, and one aide. In differentiated staffing, classes had two aides with one teacher, or two aides per classroom with one teacher supervising two or more classrooms. The curriculum focused on the development of skills in four areas: auditory, visual, motor, and language processes. Academic instruction was limited to approximately one hour per day and the rest of the school day was devoted to large group activities, outdoor activities, and creative activities in art and music. Instructional groups were small, consisting of no more than five or six children. Support services were provided by early childhood education specialists. Upon completion of the school year, children were given the PSE to test the 10 objectives of the program. The mean pretest score was four and the mean posttest score was nine, indicating students attained 90% of program objectives. (HOD)

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FORT WORTH INDEPENDENT SCHOOL DISTRICT
FORT WORTH, TEXAS

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PREKINDERGARTEN EDUCATION: INSTRUCTIONAL MANAGEMENT LEADS TO CONSISTENT ACHIEVEMENT

DEPARTMENT OF RESEARCH AND EVALUATION

PS 015846

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FORT WORTH INDEPENDENT SCHOOL DISTRICT

PREKINDERGARTEN EDUCATION: INSTRUCTIONAL MANAGEMENT LEADS TO CONSISTENT ACHIEVEMENT

Sherry Wallace, Evaluator

Dan Powell, Director
Department of Planning, Research and Evaluation

June 1985

PS 015846

ADMINISTRATIVE SUMMARY
PREKINDERGARTEN EDUCATION: INSTRUCTIONAL MANAGEMENT LEADS TO CONSISTENT ADHIEVEMENT
1984-85

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OWNER'S CODE:	526	COST PER PUPIL:	$1,623
COST OF PROGRAM:	$3,141,920	FUNDING SOURCE:	Chapter I
NUMBER OF PUPILS:	1,936	SCHOOLS:	28 (See back for listing)
STAFF:	72 Teachers 106 Aides		

DESCRIPTION: Most prekindergarten classes had 22 four year olds, one teacher and an aide. In differentiated staffing, classes had two aides with one teacher (33), or two aides per classroom (22) with one teacher supervising two or more classrooms. Structured lessons were limited to one hour per day and were provided in small groups. Areas of learning included visual, auditory, motor and language skills. Generally, the teachers and aides taught four groups daily.

POPULATION SERVED: Pupils who were (a) four years old prior to September 1, 1984, (b) resided in a Chapter I attendance area, and (c) scored seven or less items correct on the Preschool Screening Evaluation (PSE).

OBJECTIVES: Students will show pre- to posttest gains as measured by items correct on the PSE.

RESEARCH FINDINGS: Prekindergarten students attained, on the average, 90% of the program objectives. The mean pretest score was four and the mean posttest score was nine out of the ten items measured by the PSE. The results were exactly the same for the last three years. Thirteen schools added students in October 1984, when new classes were opened to 264 additional four year olds. Nine of the added thirteen sites were differentiated staffing units. Observations in the differentiated staffing sites revealed that 60% of the classes observed had two or more independent groups during the instructional period. Sixty percent of the observed teachers were teaching the language lessons. Variations in group rotation were observed, but all were effective because little time was lost in movement and children knew the procedures and responded routinely. All lesson planning was done by the teacher in differentiated staffing sites, but 87% of the aides gathered or prepared materials for lessons they taught. There were five variations of staffing patterns used within the PreK program which were: 1T/1A/22, 1T/2A/33, 1T/3A/44, 1T/4 or 5A/55, and 1T/8A/88. The staffing pattern of 1T/8A/88 yielded the highest achievement, and 1T/4 or 5A/55 yielded the lowest achievement by staffing group. Test results support the classroom setting of two adults - 1T/1A or 2A - in a classroom with 22 students.

CONCLUSION: The fact that PreK students have attained 90% of the objectives for the last three years denotes consistency in the quality of the program. Substantial program expansions were made this year and achievement continued to be effective. Assimulating new classes and maintaining consistent positive results can be attributed to strong inservice, Early Childhood Specialists' support, and a structured curriculum.

RECOMMENDATIONS: Continued expansion of prekindergarten classes should include one of the three differentiated staffing patterns with two adults in a classroom with 22 students. Special PreK training should be provided regularly, so that as classes are added, highly qualified staff will be available. Staff development should focus on the goal of increasing the percent of teachers who regularly present the language lesson. It is further recommended that the percent of classes using a minimum of two independent groups during the instructional period be increased.

Program Manager: Anna Perez
Evaluator: Sherry Wallace
Date: June 1985

#15 Denver Ave.
#18 George Clarke
#20 D. McRae
#25 Diamond Hill
#26 Washington Heights
#27 W. J. Turner
#33 Hubbard
#42 H. V. Helbing
#43 S. S. Dillow
#50 Glen Park
#55 Mitchell Blvd.
#57 M. H. Moore
#61 Eastland
#67 A. M. Pate
#71 Kirkpatrick
#73 Como
#75 Versia Williams
#76 Maude Logan
#78 Maudrie M. Walton
#79 Van Zandt-Guinn
#81 Sunrise
#82 Carroll Peak

PREKINDERGARTEN EDUCATION: INSTRUCTIONAL
MANAGEMENT LEADS TO CONSISTENT ACHIEVEMENT

WHAT HAVE BEEN FORT WORTH INDEPENDENT SCHOOL DISTRICT'S PREVIOUS EXPERIENCES WITH PREKINDERGARTEN EDUCATION?

For seventeen years, the district has offered full-day prekindergarten for educationally disadvantaged children residing in Chapter I attendance areas. The schools have maintained waiting lists each year attesting to the growing need and parental demand for PreK services. The district currently provides PreK classes in 50% of the elementary schools and has dramatically expanded the number of classes for the last two years. The expansion of PreK programs at a reasonable cost was accomplished through the use of differentiated staffing patterns.

The district's philosophy has been that PreK education is well worth the investment in terms of later savings. Research has shown that PreK education markedly improves future academic achievement. According to a study on effects of the Perry Preschool (Berrueta-Clement, John R., et al., 1984), PreK education increases learning potential for disadvantaged children.

HOW WERE THE FOUR-YEAR-OLD STUDENTS IDENTIFIED?

The Prekindergarten Program was placed in schools where larger proportions of students were on free or reduced lunch. Letters were sent to parents to announce the program. Students who registered for prekindergarten provided a birth certificate proving they were four years old as of September 1, and were given the Prekindergarten Screening Evaluation.

Students who were four years old and scored seven or less on the ten objectives tested were enrolled in a prekindergarten class on a space-available basis.

WHY WAS THE PREKINDERGARTEN PROGRAM SELECTED TO MEET THE NEEDS OF YOUNG CHILDREN?

The FWISD Prekindergarten Program was developed fifteen years ago to meet the needs of disadvantaged preschoolers. The program has been revised and expanded and has consistently demonstrated impact on achievement of four-year-olds. Research has shown that when a high quality preschool is provided, disadvantaged children's chances of higher academic performance, lower delinquency rates, and better earning prospects are increased.

HOW WAS THE PREKINDERGARTEN PROGRAM IMPLEMENTED?

Twenty-eight Chapter I schools provided services for 1,936 educationally disadvantaged four-year-old children during the 1984-85 academic year. Most of the prekindergarten classes consisted of 22 youngsters, a teacher, and an instructional aide. One Chapter I school (#73) used a differentiated staffing pattern of one teacher and eight aides to serve eighty-eight prekindergarten students. Four Chapter I schools (#10, #18, #57, and #75) used the staffing pattern with one teacher and two aides to serve 33 prekindergarten students. Nine sites (#08, #10, #14, #20, #33, #71, #78, #79, and #81) had one teacher and three aides to serve 44 students (two classrooms) and two sites (#08 and #82) had one teacher and three or four aides to serve 55 students (two classrooms). Schedule for the six-hour day included both academic and experiential activities.

The prekindergarten curriculum focused on development of skills in four major areas: auditory, visual, motor, and language processes. Academic instruction was limited to approximately one hour per day and the rest of the school day was devoted to large group activities, outdoor activities, and creative activities in art and music. Instructional groups were small, consisting of no more than five or six children. Support services were provided by Early Childhood Specialists.

A portion of four Early Childhood Specialists' time was funded with Chapter I monies. Each specialist documented the services supplied to the prekindergarten students and teachers. Services included a differentiated staffing workshop (Summer 1984), three half-day workshops for new and experienced aides (November 1984), demonstration teaching, classroom visitation program, and assistance to new teachers/aides in setting up learning centers. The Early Childhood Specialists visited each prekindergarten teacher a minimum of two times during the school year. The specialists provided the following publications to teachers:

1) Updated Handbook for Teachers of Prekindergarten Students,

2) Yellow Balloon newsletter.

Several comments below address the program status since last year's evaluation report.

1. A summer workshop on differentiated staffing in PreK was offered in June (1984) to 20 teachers and 56 aides and was rated as helpful by participants.

2. Thirteen new classes were opened or expanded in October, nine of which were special staffing situations with two aides per classroom

of 22 children under the supervision of a teacher or one additional aide and 11 more students totaling 33 students with one teacher and two aides.

3. Parent-teacher conferences were continued for the fourth year and were viewed favorably by both teachers and parents.
4. Plans were made to hold the Summer Roundup Program in August (1985) for entering four year olds, instead of June as in previous years.

HOW EFFECTIVE WAS THE PREKINDERGARTEN PROGRAM?

Every four year old in the program was given the Prekindergarten Screening Evaluation in June (Summer Roundup) or September and again in May. The screening instrument tested ten objectives of the program. On the pretest, Chapter I students attained an average of four objectives. On the posttest, the average number attained was nine objectives. These results indicate that four year olds, as a group, mastered 90% of the objectives tested. These results are exactly the same as last year's results (see Appendix 1 for school-by-school results). Scores from the Prekindergarten Screening Evaluation indicate consistent excellent progress for children in the FWISD prekindergarten programs.

The prekindergarten program was provided in twenty-eight schools and 15 schools used differentiated staffing patterns. Most of the 15 schools using differentiated staffing also had classes using traditional staffing patterns. Results indicate that the staffing pattern involving two aides supervised by a certified teacher was as effective, in most schools, as the traditional staffing pattern.

PreK observations were conducted in 15 differentiated staffing sites between January and April, 1985. The objective of the observations and teacher interviews was to document the teacher's role, lesson planning,

division of instructional duties, group rotation procedures, techniques for motivating students, and kinds of large group activities within a differentiated staffing site. A copy of the Prekindergarten Program Observation/Interview Instrument may be found in Appendix 2. A narrative description of each campus site visited may be found in Appendix 3. Highlights of the major findings are summarized by topics as follows.

Instructional Groups

Forty percent of differentiated staffed sites had three instructional groups; sixty percent of the sites used two instructional groups. The number of adults observed in the sites ranged from two to four. Several centers had high school students who served as teacher assistants one period per day as part of their Child Development class in a nearby high school.

Independent Groups

On the average, each site had 1.5 independent groups assigned to learning centers while instructional groups were in operation. Two classes had no independent groups and used three instructional groups rotated for the full instructional period. Four classes used one independent group and two or three instructional groups. Nine classes used two or more independent groups and two or three instructional groups during the instructional period. The overall percent of independent groups for the 15 classes observed were (a) 13%-no groups, (b) 27%-one group, and (c) 60%-two or more independent groups.

Since young children's attention spans are short and they can attend to task little more than 10-15 minutes at a time, the recommended instructional procedure is one short lesson followed by a 10-15 minute independent activity in a learning center, then another brief lesson followed by an

independent activity. The alternation of activities allows children to learn in a pattern more suited to their developmental level.

Rotation of Groups

In 80% of the classes observed, the teacher and aides told the children when to change groups. In most cases, the teacher and aides watched each other or asked each other if they were ready to exchange, timing the length of lessons so that most groups finished within several minutes of each other. Personnel were very adept at using the few extra minutes for review or emphasis of a concept. Twenty percent of the classes observed used a bell, buzzer, or song to signal the rotation of groups. Most groups rotate counterclockwise within the class and all were consistent in rotation procedures from day to day. Usually each group had a daily or weekly leader who led the others to the next learning center. Most teachers used names such as colors, animals, group leader's name, etc., to assist in giving group assignments.

Whole Class Activities

Activities involving the whole class were opening exercises, music, finger plays, lunch (often in classroom), some motor activities, calendar, outdoor play, counting activities, review lessons, story time, and games.

Teacher Taught Lessons

Of the classes observed, sixty percent (9) of the teachers taught the language lesson to all children. In 13% (2) of the classes, the teachers observed taught math lessons. In 13% (2) of the observed classes, the teachers did not teach lessons on a daily basis. In two sites teachers were observed teaching art and a motor lesson.

Lesson Planning

The teacher plans lessons and independent activities for a week at a time in her plan book. One day a week, the staff meets and reviews the

lessons for the coming week and lesson assignments are made at that time. Aides participate in selecting lessons, planning independent activities, and contributing lesson presentation ideas. All aides have a curriculum guide. In some classes, the teacher's plan book is shared by all personnel. In some sites, the teacher keeps two complete plan books. In one site, the teacher duplicates the week's plan for each aide and in one site, the aides copy their own lesson assignments from the teacher's plan book. In most sites, the aides gather and or prepare the materials for the lessons they will teach. In two sites, the teachers gather or prepare all materials. In case of a shortage of materials, teachers stagger lessons to maximize use of materials.

Motivational Techniques

Most PreK teachers felt that four year olds were basically self-motivated in their eagerness and curiosity to learn. To establish behaviorial procedures, a variety of motivational techniques were used. Motivational techniques observed in use by PreK teachers included treats (usually non-food items), verbal praise, group applause, loss of privileges, stars or stickers on a chart, notes to parents, appealing materials, teacher and aide enthusiasm for activities, and an opportunity for a child to display outstanding work to other classes or the principal.

CONCLUSIONS

The fact that PreK students have attained 90% of the objectives for the last three years denotes consistency in the quality of the program. Substantial program expansions were made this year and achievement continued to be effective. Assimulating new classes and maintaining consistent positive results can be attributed to strong inservice, Early Childhood Specialists' support, and a structured curriculum.

RECOMMENDATIONS

Continued expansion of prekindergarten classes should include one of the three differentiated staffing patterns with two adults in a classroom with 22 students. Special PreK training should be provided regularly, so that as classes are added, highly qualified staff will be available. Staff development should focus on the goal of increasing the percent of teachers who regularly present the language lesson. It is further recommended that the percent of classes using a minimum of two independent groups during the instructional period be increased.

Appendix 1. Chapter I Prekindergarten Program School by School
Prekindergarten Screening Evaluation Results, 1984-85

School	N	No. Objectives Correct in September 1984	No. Objectives Correct in May 1985	Gain in Objectives Achieved
03	54	2.0	8.8	6.8
07	96	5.1	9.2	4.1
08	61	2.6	8.8	6.2
09	38	2.6	8.7	6.1
10	44	2.3	9.5	7.2
14	169	2.8	9.0	6.2
18	32	2.2	9.2	7.0
20	87	2.8	9.1	6.3
23	56	3.8	8.9	5.1
25	41	3.3	9.5	6.2
27	60	1.8	9.0	7.2
33	43	2.9	9.7	6.8
38	21	3.1	9.0	5.9
42	39	1.5	9.1	7.6
43	65	5.4	9.5	4.1
50	37	4.5	9.6	5.1
55	59	5.1	9.3	4.2
57	84	2.7	9.0	6.3
61	62	3.5	9.4	5.9
67	66	4.2	9.0	4.8
71	97	2.5	9.5	7.0
73	87	3.9	9.4	5.5
75	54	4.4	9.8	5.4
76	84	4.4	9.8	5.4
78	94	5.1	9.3	4.2
79	60	3.7	9.1	5.4
81	110	4.1	9.4	5.3
82	111	4.2	9.2	5.0
28	1925	3.6	9.2	5.6

Appendix 2

School: _____
Observer: _____
Date: _____

PREKINDERGARTEN PROGRAM
OBSERVATION/INTERVIEW INSTRUMENT

Classroom Observation:

1. Number of students in class _____

2. What was the teacher doing? _____

_____

3. Describe the classroom setting _____

_____

Teacher Interview:

1. How many small groups do you instruct daily? How are the groups rotated? _____

_____

_____

2. What activities are generally done as a whole class? _____

_____

3. Describe how lessons are planned and objectives communicated to all the staff? _____

_____

_____

4. What kinds of techniques are used to motivate the students? _____

_____

5. Are there any special problems or comments? _____

_____

January 28, 1985

M. L. Kirkpatrick
Program Chart = 4 Tea./6 Aide/110 (+ 1 aide and 10 students)
Actual = 4 Tea./6 Aide/103

Background:

After school started it was projected to add 10 more students and one more aide to the differentiated double classroom based on a bilingual proposal. On January 2, one aide was reassigned. She had been held as surplus because the bilingual proposal was expected to bring in more students. The enrollment did not increase and currently is 37 in Ms. McDermitt's rooms, short of the projected 55; therefore, one aide was reassigned.

Rotation of Instructional Groups:

The two classrooms had been joined by removing the inner wall forming one large open area. The classes were staffed with one teacher and 3 aides. The teacher and one aide alternate between the rooms. Monday the teacher is in Class A and Tuesday she spends all day in Class B. The staff feels they all get to know all of the children well.

Each class is divided into 4 color groups. The firts instructional period, each aide and teacher instructs 2 color groups after the instruc-

CENTER D	C	AIDE INSTRUCTIONAL STATION
TEACHER INSTRUCTIONAL STATION	A	CENTER B

tional period, the whole class has P.E. If it's cold, exercise is done in the room, if it's warm, the children play outside.

The second instructional period after P.E., each aide and teacher repeat the same morning lesson for the final two groups.

CENTER A	B	AIDE INSTRUCTIONAL STATION
TEACHER INSTRUCTIONAL STATION	C	CENTER D

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Planning:

The PreK staff planning takes place each Wednesday afternoon at the staff's regular planning period after the students leave. The lesson plans for the next week (Thursday thru Wednesday) are made. The teacher reviews the curriculum and calendar and decides which lessons will be presented. The staff offers their input on lesson variations, materials, and rotation. The lesson plans are recorded in the teacher's plan book with copies for each aide. All materials are prepared/gathered each afternoon for the next day's lessons. One aide is designated as the "lead" aide who is in charge in the event the teacher is absent or must be out of the room. The lead aide orients the substitute teacher or supervises the classes when the teacher is not present. A substitute is called when any aide is absent.

Motivational Techniques:

The teacher's and aides' enthusiasm contributes greatly to how children approach class tasks. They also use appealing materials, verbal reinforcement, attractive room arrangement, and occasional treats.

January 30, 1985

Como Elementary
Program Chart = 1T/8A/88
Actual = 1T/8A/86

Background:

Last year Como Elementary had 3 PreK rooms staffed with one teacher and 6 aides. The PreK classes served 66 students. This year, one class has been added so that 88 students could be served. Three of the classrooms are adjacent, all with outside doors opening onto a closed courtyard. The fourth room is located just inside the main building.

Rotation of instruction groups:

The class was divided into 4 color groups of 5 or 6 students each. Groups were rotated clockwise among the centers. Each aide taught 2 groups during an instructional periof of 40 minutes. Each color group had one lesson and one center activity during the instructional period. Following the instructional period, children had outside play or physical education. The second instructional period followed the same pattern. Each aide taught the lesson to the other 2 groups. While the aide teaches the lesson, she also supervises one of the color groups while they are in a center activity. This includes telling them what is expected while they are in the center, monitoring behavior, and managing the time. Two instructional periods are repeated after lunch much the same as the morning periods. When a motor lesson is planned for the afternoon, it is sometimes taught in a large group.

Planning:

One class's aides meet with the teacher each day. The planning meetings take place four days a week during the children's nap time. Two other aides from the non-planning rooms are reassigned during nap time. One aide serves as a sitter in the planning room while the other aide serves as the "rover" by moving to the rooms with one aide on duty to relieve each aide for a break.

A B	C D	E F	G H
A = Roves to give each aide a break	C = Sits in planning room		Takes turns for a break

E F
&
Teacher

Plans for
next week

Each planning day, the aides scheduled for planning have a free lunch period because the teacher takes that room to lunch. The teacher plans which lessons will be taught each day be each class. Aides have their own curriculum guides and review the lessons prior to teaching. The lessons are staggered within the classes to allow maximum use of the materials available.

Motivational Techniques:

Teacher attitude and verbal reinforcement of students are used to motivate students. Other techniques are appealing materials and room arrangement.

February 19, 1985

M. M. Walton
Program Chart = 3T/7A/110
Actual = 3T/7A/107

Background:

There are five PreK classrooms. Four of the classes have a differentiated staffing pattern and the other class is a regular PreK class with one teacher and one aide.

Rotation of Instructional Groups:

The two classrooms observed were at the end of a hall across from each other. The two classes were staffed with one teacher and three aides. The teacher and one aide alternated half days in each room. One permanent aide stayed in each room all day. If the teacher spends the AM in class B, then she spends the PM in Class A. The teacher sees and teaches every child everyday.

Each class was divided into three or four groups. The class observed had 18 students so only three groups were formed. After the opening activity led by the teacher was completed, the aide called names to assign the center activities. The children rotated centers counterclockwise and lined up before moving to the next center. The teacher told students when to line up. Each center or lesson lasted about 14 minutes. Both the teacher and aide taught all three groups during the instructional period. The other class was having the lessons and center activities taught by the two aides.

After the instructional period, the whole class has a music or exercise period. When it is warm, the children go outside.

The second instructional period is held after naptime in the afternoon. The teacher moves to the other room and goes through the same instructional pattern as the morning.

Planning:

The PreK staff planning takes place each Friday afternoon after the children leave. The teacher plans the lessons and completes the lesson plan form she developed. Each aide has a teacher's guide and they read over the planned lessons and discuss how best to present them and what materials will be needed. Each afternoon, the materials are prepared for the next day's lessons.

Motivational Techniques:

The teacher and aides praise the students when they answer in complete sentences or know the right answer. The teacher asks all the students to give a hand for any child who responds really well.

February 20, 1985

Sunrise
Program Chart = 4T/6A/110
Actual = 4T/6A/110

Background:

There are five classrooms for PreK. Two of the classes have a differentiated staffing pattern with one teacher and three aides. The other three classes are staffed with one teacher and one aide.

Rotation of Instructional Groups:

The groups are rotated clockwise. The teacher sounds a bell to signal the children when it is time to line up to change centers. The teacher checks with the aide to see if she has completed her lesson before the signal is given. Each color group has a daily leader who leads his/her group. The other class uses a song to signal the children when it is time to change centers. Each instructional period, each child has two lessons and two different center activities.

The teacher checks with both rooms each morning and greets the aides and children. She spends each morning in the same room and each afternoon in the other room. The teacher rotates with one aide. Two of the aides stay in the same rooms all day. The staff feels this method gives the children security as well as allows the teacher to work with all the students everyday.

Planning:

The PreK staff plans each Monday for the next week after the children leave. The teacher writes down the lessons to be presented as well as the center activities. The aides and teacher review the lessons and plan for materials. If materials need to be shared, the lessons are staggered. The rooms have been robbed during the year so some materials are in short supply (e.g. incomplete Peabody Kit). Each afternoon, the staff prepares the next day's materials and compares notes on which kids mastered the objective. The few who had trouble were given extra instruction during free center time. If most of the children had difficulty with a concept, the lesson was retaught. Charts for certain skills were kept so the staff could keep a record of who needed additional teaching. A color chart showing which children knew which color was on the wall. The staff shares ways in which to present a concept.

Motivational Techniques:

The PreK staff uses praise such as "superduper", "you're so smart". Students lose free center time if they misbehave. Materials and enthusiasm of the staff are motivating. An occasional treat (e.g., ice cream) is used to motivate the children.

February 26, 1985

Carroll Peak
Program Chart = 4T/7A/121//5 rms.
Actual = 4T/7A/121//5 rms.

Background:

Three of the PreK classes have the traditional staffing pattern. The other two classes are staffed with one teacher and four aides serving 55 students. The teacher and one aide have been at #82 for ten years; three aides are new to the school.

Rotation of Instructional Groups:

The two classes observed were in the basement across from each other. The smaller room served 22 students and was staffed with two aides. The larger room was staffed with a teacher and two aides serving 33 students. Each teacher/aide served three groups each during the instructional period. After the teacher completed a lesson, she checked with the aides to see if they were finished. If they were, she appointed a line leader and the group moved to the next teaching station. All stations were on the floor in three different parts of the room. After lunch, the staff follows the same instructional pattern. Sometimes the motor lesson is taught in a large group. The teacher alternates rooms daily. She checks with the other room throughout the day to monitor lessons, time, and behavior. The teacher handles the discipline in both rooms.

Planning:

Planning is done by the teacher, but the staff meets daily, during naptime. They review how well the morning lessons have gone and if reteaching is needed for the whole class or just selected students. Reteaching for individuals is planned for the free center time in the afternoon. The teacher's plan book is available to all the staff and each aide has a curriculum guide. Each afternoon, after the students leave, the staff prepares the materials for the next morning's lessons.

Motivational Techniques:

Have other group members give a hand for a "good" answer. Use treats, such as candy, stickers, juice, ice cream, and signs to wear. The teachers and aides also use praise and a pat on the back. Students sometimes are sent to other rooms or the office to show outstanding work.

February 27, 1985

Van Zandt-Guinn
Program Chart = 2T/4A/66
Actual = 1T/3A/44 and 1T/1A/22; 3 rooms

Background:

One PreK class started at the beginning of the school year and the new class was added in October. The permanent staff was not in place until January. The rooms are adjacent and all the children share two restrooms. Both rooms also have doors to the hall. The entire school is underground so everyone has to climb stairs to get outside.

Rotation of Instructional Groups:

The groups were assigned from the large group. There were four groups, two in each room. The children rotated counter-clockwise through both rooms. Each group had a lesson with each aide and the teacher. The aide and teacher watched each other to complete the lessons about the same. Each group had 10-11 students. The independent groups were done after lunch. The teacher or aide asked the children to line up behind the leader and move to the next group. The teacher alternates days in each room.

Planning:

The teacher plans by unit, usually one to two weeks ahead. Each Friday afternoon, the staff meets and goes over the next week's lessons. The aides select which lesson they wish to teach and copy the objective and lesson plan from the teacher's plan book. During naptime, the aides and teacher meet to check on how the lessons went that morning. The teacher prepares all materials and places them in color-coded baskets. Each aide has a manual.

Motivational Techniques:

Teacher and aides praise students, use buttons for good attendance, and use first-in-line as a reward. Names are put on board for misbehavior and four checks mean the parent is called. Other rewards are cookies, crackers, smiley faces, sunny faces, and, occasionally, candy.

February 28, 1985

M. H. Moore
Program Chart = 4T/5A/99
Actual = 1T/2A/33-1 1/2 rooms; 3T/3A/66-3 rooms

Background:

The PreK differentiated class started in October. There are two complete sets of small furniture and manipulatives, but only received new tables and chairs the week of the observation. The class had 33 children enrolled with twenty-nine present. Two aides assisted with the children. A small resource room next door to the class was also used for noisy or physically active lessons.

Rotation of Instructional Groups:

The class was divided into four instructional groups. Each color group had a leader. The teacher and two aides each taught four groups the same lesson. The fourth station was an independent listening center. When the teacher was through with her lesson for a group, she asked the aides if they were ready. The line leaders were called upon to lead the groups counter clockwise to the next station. There was some waiting time for the children as the teacher's lesson required about 30 minutes for each group. She was introducing a board game and the concept was new and each child had to have a turn.

Planning:

The teacher plans a week's lessons each Thursday afternoon. Every afternoon, the aides and the teacher review the next day's lessons and discuss the outcome of the current day's lessons. The teacher gathers the materials for all three lessons during naptime.

Motivational Techniques:

Teacher uses the red light, green light chart to send home each week on behavior. When a child collects six green lights, he gets a treat. Staff use praise and have children go sit on the rug when they misbehave in a group.

February 28, 1985

M. G. Ellis
Program Chart = 1T/3A/44
Actual - 1T/3A/37

Background:

The second PreK class was started in September with a substitute teacher and an aide. The teacher assisted the sub in getting the room set up and organized. The third aide replaced the substitute teacher in late October and Sanchez became the teacher for both rooms. The classrooms are across the hall from each other near the end of the building.

Rotation of Instructional Groups:

The teacher teaches eight language groups daily. She teaches four groups in the morning in one class and 4 groups in the afternoon in the other classroom. She rotates with one aide, while two aides stay permanently in each room. Each class has four groups; two independent groups and two instructional groups. The groups rotated clockwise and the teacher and aide asked the children to line up, then had them move to the next center. The two independent centers observed were a manipulative center, and an art center.

Planning:

The teacher plans the lessons for a week at a time. She keeps two lesson plan books, one in each room. Each aide has a curriculum guide. The next day's lessons are reviewed each afternoon after the children leave. The materials are gathered daily also. All of the aides are experienced and had worked in the building last year. The aides help in planning the independent centers.

Motivational Techniques:

The teacher and aides praised the children for correct answers and good behavior. The children's work was displayed on the board and students who did outstanding work were allowed to show it to the other groups.

March 7, 1985

George Clarke
Program Chart = 1T/2A/33
Actual = 1T/2A33

Background:

The PreK was located in a large room in the basement and served 33 students with two aides and one teacher. The teacher and one of the aides had worked together last year.

Rotation of Instructional Groups:

Each aide and teacher instructed five groups each instructional period. There were three instructional groups and two independent centers. The teacher started both of the independent centers and taught a lesson (actually, an art activity) each time the groups rotated. The aide asked the students to line up when they were ready to rotate. One lesson took longer than the others, so four groups were having to wait for one to finish. The groups rotated clockwise. Each group is named for a fruit.

Planning:

The teacher makes the lesson plans for a whole unit. They meet and each aide decides what they want to teach. The teacher feels they are both very independent and creative. Each afternoon the staff reviews the lessons for the next day. When they do not complete the planned lessons, the untaught lessons are moved to the next day's plans. Each aide gathers her own material's.

Motivational Techniques:

The staff tried to motivate the students at the beginning of each unit. Students are praised verbally and told how smart they are.

March 12, 1985

Worth Heights
Program Chart = 1T/5A/55
Actual = 1T/5A/55

Background:

There are two PreK rooms located at opposite ends of the building. The smaller room (111) houses 2 aides and 22 students. The larger room has three aides and 33 students. The teacher alternates days between the two rooms. Four of the five aides had worked at Worth Heights prior to this school year. Mrs. Standifer taught a PreK class last year and this is her first year as a differentiated staffing teacher.

Rotation of Instructional Groups:

The larger room had six groups of four to six. One aide was absent so the two aides and the teacher each were responsible for two groups. The teacher spends a whole day in each class, alternating rooms. The teacher teaches the language lesson to all six groups the day she is in the room. The day she is not in the class, one aide is designated to teach the language lesson. The teacher teaches one of her groups, then swaps the independent group with her first group. (A1 <--> A2) Each aide also supervises two groups, one independent and one lesson group. After each group has had one lesson, the teacher moves to another group until all students have had all three lessons and all three independent centers. The aides and teachers moved to the next group about half the time and half the time, they moved the group to them. The rotation worked as follows:

Teacher -	Aide 1-B1 <---> B2	Aide 2-C1 <---> C2
A1 <---> A2	C1 <---> C2	B2 <---> A1
B1 <---> B2	A1 <---> A2	A2 <---> B1
C1 <---> C2		

If the other aide had been present, the teacher would have taught one language lesson six times and not supervised an independent group. The aides and teachers watched each other and rotated the groups they supervised.

Planning:

The teacher plans the week's lessons by writing the objectives in her plan book with the page number of the curriculum guide on which the lesson is located. She makes copies of the plan book for each aide. They all meet each Thursday and jointly plan the independent centers to go with the lessons. Each aide has a copy of the planned independent activities and who is responsible for each. Each aide is responsible for gathering the materials for the lesson(s) she teaches.

Motivational Techniques:

The staff uses the "happy" and "sad" faces stamp to reward students. They also use prizes on occasion. The school offers attendance parties. All staff praise students when they do well. They use a "good" chair as a reward.

Comments:

There were 8 out of 33 limited English students in September. All five aides and the teacher are bilingual.

March 13, 1985

D. McRae
Program Chart = 3T/6A/88
Actual = 3T/6A/88

Background:

This is the second year with the differentiated staffing pattern and the same staff at #20. The adjoining rooms are located in a wooden auxiliary building. Each room has an outside door and an interior door joining the two rooms. The restrooms are a good distance from the rooms and playground space is limited.

Rotation of Instructional Groups:

The students are divided into six groups (three in each room). Each aide instructs all six groups in the lesson she teaches. Every other day, each aide plans and supervises the independent center. All four lessons and two independent center activities are completed in one long instructional period in the morning. After each aide has taught the three groups in one room; the aides switch and move to the other room. When a lesson is completed, the aide asks the students to line up and move to the next group. The students remain in the same room all morning, but they are instructed by all four aides.

Planning:

The teacher plans the week's lessons and records the plans in two plan books; one in each room. The aides copy their own lesson responsibilities and meet with the teacher individually to go over the lesson on a daily basis. The teacher gathers materials for all lessons and places them in color coded baskets. The teacher observes the lessons and or tests students from the independent center. The teacher does all testing, parent conferences, materials preparation, special lesson (e.g. science demonstrations, cooking, special story, etc.) and most of the discipline.

Motivational Techniques:

The staff uses treats, stamps of happy faces; stickers, verbal praise, and loss of privileges to motivate children.

March 14, 1985

Hubbard
Program Chart = 1T/3A/44
Actual = 1T/3A/44 (36 on waiting list)

Background:

One class started at the beginning of school with most of the children having Summer Roundup experience. The second group was added in November with the last of the furniture (tables) arriving in early March. Because of the differences in the two groups, the less experienced children are in groups of five and the more experienced children are in groups of six. There were 12 (out of 44) children who were monolingual and they are spread out in all the groups. None of the staff is bilingual.

Rotation of Instructional Groups:

All of the children are instructed by all of the staff daily. The 44 students are treated as one large class with the entire staff assisting with all groups. The classes are divided into eight color-animal groups (from Brown Bear). Each aide teaches the same lesson to all eight groups while the teacher teaches the language lesson to all eight groups. The children are assigned centers and rotate among the centers in both rooms. When a lesson or center time is finished, the aide or teacher asks the children to line up behind the group leader (changes daily) and move to the next center. The teacher and aides watch each other and little waiting time occurs because the lessons all last from 10 to 12 minutes. Each staff person supervises one independent group as well as her lesson. Four groups are taught in the morning and four groups in the afternoon.

Planning:

The staff meets each Friday afternoon, after the children leave, to plan the next week's lessons. The teacher writes out each aide's lesson plans for the week. They go over the lessons together and plan complimenting independent center activities. Each aide is reponsible for gathering the materials for her lessons. The staff also meets daily to review how the day's lessons went. Since the teacher cannot be in both rooms at once, she needs the input from staff to adjust lessons as needed. The staff are all experienced (teacher-6 years at Hubbard) and all contribute suggestions for lessons.

Motivational Techniques:

There is a large stuffed bear on which one child gets to nap each day. There are treat days and occasionally stickers are given as rewards. If a child has his/her name on the board 3 times, he loses show and tell time or free choice activity time if his name goes in the Red Light Book.

March 28, 1983

E. M. Daggett
Program Chart = IT/3A/44
Actual = IT/3A/44

Background:

This is the third year at #10 for a differentiated staffing pattern, but the first year two classrooms have been used. One room is large and is used as the home base for both groups. The second PK room is across the hall and is used for lessons. The larger room has restrooms (used by all 44 students) and a covered porch.

Rotation of Instructional Groups:

There are six (6-7) small groups. Three groups are taught in each room. The groups were assigned centers by the teacher who called out each group's name and told them where to go. The three groups rotated counter clockwise and moved when the teacher or aide asked them to line up and move to the next group. The teacher and aide watch each other and time the lessons to finish at the same time. No waiting time was encountered. After lunch, the children switched rooms so that all students see all aides and the teacher everyday.

Planning:

The teacher plans lessons a week in advance and the staff meets each Thursday afternoon to review the lessons. Each aide contributes ideas for independent centers and lesson presentations. Every afternoon, the staff discusses how the daily lessons went and gather or prepare materials for the next day. Each aide places the next day's materials in her center so that if someone is absent, the teacher can go to the center and show the sub exactly what to do. All of the aides state the objective - what they expect the children to do. They all share in the discipline and used a modified respect model.

Motivational Techniques:

At the beginning of the year, children were rewarded daily for good behavior (name not on board). She changes the reward system every so often to keep interest. Now children are rewarded for a whole week of good behavior. She uses Lamber the Lion who holds all the children's stars. If a misbehavior occurs, the child's star goes to the Sad House. The rewards include stickers, stamps, and special recognition.

March 29, 1985

DeZavala
Program Chart =
Actual = IT/3A/44

Background:

One PreK class started at the beginning of the year and the other class started in November. The newest class is taught by two experienced aides (both bilingual) to a bilingual class composed of Cambodians, Mexican-Americans, Anglos, and Blacks. The teacher split her time between the two rooms when the second class opened, but now she checks with the aides daily. The aides provide all of the instruction in the new class.

Rotation of Instructional Groups:

There are 4 color groups in each room. The teacher rings a bell and the children line up behind the leader and move to the next group. The groups rotate clockwise. Each room has two lessons and two independent activities. There were two high school aides in both rooms so all groups had an adult.

Planning:

The teacher plans a week ahead for both rooms. The staff meets each Thursday after the children leave to go over the lessons. The more experienced aide in the new class always teaches the language lesson. All aides have a copy of the manual. The aides alternate teaching the opening period, motor activities, and P. E. All staff members gather their own materials. The teacher does the parent conferences except the Cambodian parents. There is only one staff person who can translate.

Motivational Techniques:

All of the staff use positve reinforcement using statements like, "I like the way Jeff is...". A child's name is put on the board for misbehavior. If several checks are made, recess time or independent activity is witheld.

April 26, 1985

Versia Williams
Program Chart = 2T/3A/55
Actual = 1T/2A/33 and 1T/1A/22

Background:

The larger PK room was moved to the largest classroom. This was a great improvement in space. All of the differentiated PK staff are experienced.

Rotation of the Instructional Groups:

Each aide and teacher instruct four groups each day. All of the visual, language, and math lessons are taught in the morning. The motor lesson is taught after naptime. There were three instructional groups and one independent center. Mrs. Atkinson (aide) started the independent activity each time the groups rotated. The teacher teaches the language lesson daily. She rang a bell when it was time to rotate the groups. The groups rotated counter clockwise.

Planning:

The teacher plans a week's lessons at a time and each Monday afternoon the staff reviews who will teach what lessons. Each afternoon the aides and the teacher gather the materials for the next day. The aides assist in planning the independent activity.

Motivational Techniques:

The staff uses verbal praise and sometimes they have a special treat on Fridays. Earlier in the year a chart for good behavior was used. Prizes were awarded for "excellent behavior".